DOCUMENT RESUME

ED 143 771 CE 009 996

TITLE	Lifelong Education: The Curriculum and Basic Learning Needs. Regional Seminar (Chaiangmai, Thailand, June 7-15, 1976). Final Report.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
PUB DATE	Jun 76
NOTE	40p.
AVAILABLE FROM	UNIPUB, Inc., P.O. Box 443, New York, New York 10016 ($5.00)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Continuous Learning; *Curriculum Development; Developing Nations; *Educational Change; Educational Development; *Educational Needs; Educational Objectives; Educational Planning; *Educational Principles; Educational Strategies; Government Role; National Programs; Nonformal Education; Seminars
IDENTIFIERS	Asia

ABSTRACT

A regional seminar conducted to consider the concept of lifelong education and its implications for curriculum with particular reference to basic learning needs is described in this report. Topics discussed at the seminar, held in two plenary sessions devoted to exchanging views on the concept of lifelong education in the context of conditions in Asia, included the following: (1) lifelong education as a strategy for educational action directed to the development of societies and individuals, (2) lifelong education as an energizing force for the reform of education systems and as an organizing principle by which the various components and types of education are brought together in a coherent strategy for educational action, (3) guiding considerations for a strategy, (4) barriers to lifelong education, (5) basic learning needs, (6) principles for curriculum development, (7) processes of curriculum development, including discussion of objectives and content, methods of learning, and evaluation, and (8) organization and management of lifelong education. Conclusions and recommendations are presented. Appendixes include a list of participants, agenda, list of seminar documents, and the inaugural address by the Thai Undersecretary of State for Education. (TA)

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ED143771

REGIONAL SEMINAR
Chiangmai, Thailand
7-15 June 1976

Final Report

Lifelong Education

the Curriculum and Basic Learning Needs

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UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA, BANGKOK, 1976

$5.00

IE 000 996

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Published by the Unesco Regional Office for Education in Asia
Bangkok, 1976

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BKRS/76/RHM/372-1000

Regional Seminar on Lifelong Education, the Curriculum and Basic Learning Needs, Chiangmai, Thailand, 7-15 June 1976.
Final report [of the Seminar] Bangkok, Unesco Regional Office for Education in Asia, 1976.
36 p.

1. LIFELONG EDUCATION. I. Unesco. Regional Office for Education in Asia, Bangkok.

374.1

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Bureau of the Seminar

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Mr. Hassan Bhutto

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Mr. D.A. Perera
Dr. Pablo E. Natividad

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Mr. J. Ratnaike

Mr. Charoon Vongsayanha inaugurating the Regional Seminar on Lifelong Education and the Curriculum. On his right is Mr. Raja Roy Singh, Director of the Unesco Regional Office.

Some of the participants and observers at the Inaugural Session of the Seminar.

1. INTRODUCTION

Background

While the ideal of lifelong education is as old as man's search for his identity and destiny, various developments in the recent past have given it new perspectives of urgency and significance - exponential growth of knowledge and technology, on the one hand, and massive deprivation of even basic educational opportunities for millions of children and adults, on the other hand; an almost unlimited expansion of man's inventive capacities accompanied at the same time by adoption increasingly of the acquisitive way of life; rising aspirations of the mass of the people but without the means of expression.

Following the report of the International Commission on the Development of Education ("Learning To Be") which inter alia proposed "lifelong education as the master concept for educational policies in the years to come for both developed and developing countries", Unesco has organized a series of meetings in different parts of the world to promote reflection on the theme of lifelong education. The present Regional Seminar is one of this series, and was convened by Unesco and organized by Unesco Regional Office for Education in Asia jointly with the Asian Centre of Educational Innovation for Development.

Objectives

The Seminar was to consider the concept of lifelong education and its implications for curriculum with particular reference to the basic cycle of education. This was intended to be done in the context of some of the major concerns which are reflected in national policies for educational development in Asian Member States (Seminar Agenda at Annex 2). As the Seminar examined the concepts of lifelong education, and of the "basic" cycle, it found it necessary to drop the term "basic" cycle and to use "basic learning needs".

Participation

At the invitation of Unesco, 16 Member States in Asia designated participants to attend the Seminar in their individual capacities. Organizations of the U.N. system, inter-governmental organizations and other organizations also sent their representatives and observers (List of Participants at Annex 1).

In preparation for the Seminar, a Discussion Paper prepared by Unesco Institute of Education, Hamburg, was sent to all participants who were invited to contribute their responses to the Discussion Paper (List of Seminar Documentation at Annex 3). In addition, a package of selected publications relevant to the theme of the Seminar was sent in advance to each participant.

Organization

The inaugural meeting of the Seminar was held at the Unesco Regional Office at Bangkok on 7 June 1976. After a statement of welcome by the Director of Unesco Regional Office, the Seminar was inaugurated by Mr. Charoon Vongsayanha, Under-Secretary of State for Education of the Government of Thailand.

In his inaugural address, Mr. Charoon Vongsayanha pointed out that lifelong education is no longer only a theoretical construct; it was becoming a practical necessity, particularly in the developing countries with their rapidly expanding formal systems of education. (Inaugural addre at Appendix).

In the first plenary session held immediately following the inaugural, the participants elected the Officers of the Seminar comprising the following: Chairman: Mr. Prapat Saengwanit (Thailand); Vice-Chairmen: Mr. P.K. Umashankar (India); Mr. Takao Mori (Japan); Mr. Hassan Bhutto (Pakistan) and Dr. Lau Wai Har (Singapore); Rapporteurs: Mr. D.A. Perera (Sri Lanka), Mrs. Nik Faizah bt. Nik Mustapha (Malaysia) and Dr. Pablo E. Natividad (Philippines).

The subsequent sessions of the Seminar were held at Chiangmai from 8 to 15 June 1976. The first two plenary sessions were devoted to exchanging views on the concept of lifelong education in the context particularly of the conditions in Asia. The

Seminar then formed itself into two working groups to examine in detail the implications of lifelong education for the curriculum. The reports of the working groups were discussed by the Seminar as a whole in three plenary sessions. The results of these deliberations were embodied in a draft report which was discussed in the concluding plenary session and was adopted as the report of the Seminar.

Acknowledgement

The participants placed on record their appreciation and thanks to Unesco for convening the Seminar and to Unesco Regional Office and the Asian Centre of Educational Innovation for Development for the efficient manner in which it was organized.

The Seminar expressed its gratitude to the Government of Thailand and the Thailand National Commission for Unesco for the courtesies extended to the participants. It wished its expression of thanks to be conveyed to H.E. the Under-Secretary of State for Education, Government of Thailand, for inaugurating the Seminar.

2. THE CONCEPT OF LIFELONG EDUCATION

The Seminar had, in two plenary sessions, wide-ranging discussion on the concept of lifelong education: some participants referred to its historical origins; some to its philosophical connotations; and some to its socio-cultural, socio-economic and political context.

Giving a precise definition to the concept proved to be difficult; indeed, some of the participants thought that attempt to do so should be discouraged.

Lifelong education - a response

The Seminar was of the view that the concept of lifelong education is essentially a response to the persisting problems of education and development. While the nature of the problems varies from one country to another and in different socio-political contexts, the goal of national endeavours is the same - the liberation and development of human potential, both individual and societal. The role of education in this process of liberation and development has tended to be circumscribed by a variety of factors, some of which have their origin in the socio-economic structures of the societies and some which derive from the ways in which education is organized in such societies.

The variety and complexity of these socio-economic circumstances are such that a clear-cut and precise schema of how they operate was not possible. What are the relative weights to be assigned to national ideals, national development goals, national resource limitations, district or community urgencies, popular aspirations and existing educational systems and structures in explicating the concept of lifelong education? The national experiences expressed by the participants highlighted the importance of these questions but no final answers, if there be such, were offered.

In the developing region of Asia, one of the major concerns of the governments is to link education with national development.

A variety of constraints including social and economic have however prevented millions of young people and adults from gaining access to educational opportunities. This vast reservoir of human potential remains untapped, wasted. The education systems, though they have been greatly expanded at enormous cost, cannot keep pace with the exponentially increasing needs and aspirations. Dropouts and examination "failures" take a heavy toll even of those who do get access to education. Then, there are the problems of mismatch between what the education systems provide and the development needs of the societies. The symptoms of this mismatch are to be seen in the number of educated unemployed (even while the stock of knowledge and skills in the communities continues to be deficient); in the rising number of illiterate adults and those whose knowledge lapses through disuse; in the sharp disparities in the distribution of educational benefits among various population groups; and in the pervasive phenomenon of poverty, with all that it implies in terms of malnutrition, low productivity, and inert attitudes. Nowhere is the "mismatch" so glaringly in evidence as in the rural sectors of the national economies. The direct contribution of education to the development of rural population which constitutes by far the largest proportion of the total human resources in an Asian country has been limited and inadequate. Those in the rural areas who enter the education system are either impelled to migrate to urban areas by the reward system and income differential of the wage-sector or stay on in rural areas in sullen discontent, unable or unwilling to put to use the skills and knowledge that the education system would have purveyed to them.

Lifelong education - energizing force and organizing principle

The Seminar viewed the concept of lifelong education as an *energizing force* to open up the education systems to the problems of life and of development both individual and social, and as an *organizing principle* by which the various components and types of education can be brought together in a coherent strategy for integrating education with development. Lifelong education is not, the Seminar stressed, an Idea, a priori; or a utopian blueprint to be imposed on education. It is first and foremost a strategy for revitalized education action.

Lifelong education

Lifelong education as an energizing force and as an organizing principle relates on the one hand to societal goals of development, and on the other hand, to individual learning. The societal goal of providing learning opportunities for continuous development to the entire population at all ages and in all places can only be realized in a series of approximations. A conscious recognition of this goal as a societal function and obligation is however essential in planning the intermediate goals which define the approximations. At the level of the individual the process of education is to be built on the principle of lifelong learning; that is, the competencies in terms of skills, knowledge, attitudes and values, which impel, and make possible, further learning. Therefore, the Seminar saw lifelong education as the characteristic which should inhere in societal development goals; and lifelong learning as the characteristic of the process of education.

Clearly, lifelong education was recognized as an individual right with a significant social dimension, and governments should provide opportunity for it and motivation to promote it. Its precise objectives, however, seemed more likely to emerge from the experiences of various countries than from an abstract definition of the concept. In fact, it was suggested that the concept cannot be defined as anything other than as aspect of education itself, as it is now defined. Nothing would be less conducive to lifelong education becoming an energizing force than the elaboration of it as a dogma or a mystique. Possibly, therefore, the innovative experiences of countries in Asia and other regions might prove to be a more influential factor than philosophical disquisition in determining the objectives, methods and "target" audiences of curriculum in lifelong education.

Lifelong education - guiding considerations for a strategy

Viewing lifelong education as a strategy for educational action for development, the Seminar discussed some of the considerations which should underlie the conception of such strategy.

First is the recognition that education does not take place only in schools. Though education organized in the form of schools is important (some current ideologies denigrating it, notwithstanding) the education process does not start with the first schools and certainly should not end with the last one attended.

In this connexion the Seminar discussed various aspects of non-formal and informal education. A number of different definitions were offered for "formal", "non-formal" and "informal" education. While there was no concensus on the matter of definitions or even terminology, the Seminar agreed that they were all modes of learning forming a spectrum at one end of which were highly structured and consciously planned learning experiences associated with schools, and at the other end, informal, incidental learning which takes place almost sub-consciously through culture, home, work places, media etc. Non-formal education spreading itself between the two ends of the spectrum offered alternatives to formal education while sharing with it the characteristic of planned and organized learning, and with "informal" education the characteristics of flexibility and immediate relevance.

The point to emphasize is that education should not be equated with only formal forms of it. It comprehends all three modes; and any strategy of educational development should aim at harmonizing and integrating them into a coherent system. In operational terms, this implies that learning that takes place in informal or non-formal settings are recognized in the formal system as a vital resource input. Quite as importantly, it implies that the formal system itself becomes less formal and structured, acquiring greater flexibility. It is placed in new relationship with the community, with the learners and with the world of work.

Secondly, the Seminar accepted the need for an unfettered, creative approach to applying the principles of lifelong education. Only a psychological freedom from commitment to existing systems and structures seemed likely to generate the imaginative responses demanded by new and changing socio-economic circumstances.

The third component of the strategy discussed by the Seminar was "democratization". While universalization of learning opportunities was an important element in equalizing access to education, it was by no means a guarantee of equality. An important aspect of democratization is that the learning opportunities should be in a form and of a type which would develop to the

full the potential of each individual learner thus ensuring equal chances of success.

The above leads to the fourth component: individual learning needs. Learning opportunities to be effective have also to be adapted to individual learning style and needs. This happens perhaps more often in informal education and less so in a formal, structured and highly organized school system. Adaptation to individual needs would call for diversification of learning opportunities within and without the formal system and recognition of alternative learning paths. Here motivation to learn and the capacity to put learning to use are seen as closely related to how learning takes place.

Barriers to lifelong education

The Seminar then discussed some of the barriers which prevent the concept of lifelong education from becoming an energizing force in education. These include:

i) The assumption that the school is the terminal point of education and learning, and that learning can take place only in school (which incidentally leads to progressive overloading of the curriculum).

ii) That there is only one way of learning and that any other path (e.g. learning at work site or self-learning) is not to be recognized as valid learning.

iii) That no free and two-way movement is possible between formal and non-formal modes of education.

iv) That the ages when learning can take place are fixed and calendered.

The barriers are raised by the rigidities of the existing systems, and while they frustrate learning even within the system, they also close it against the aspirations which are a-stir in the society at large.

3. LIFELONG EDUCATION, THE CURRICULUM AND BASIC LEARNING NEEDS

Basic learning needs

The idea of lifelong education, as a guiding principle for organizing educational facilities and systems, has wide implications for all aspects of education as societal activity. It implies that facilities and opportunities for lifelong learning should be offered to various categories of learners: infants and children; those in the school-going age and older youth; men and women; those who have received some formal schooling and those who have had no access to it; the unskilled as well as the highly qualified; the illiterate and the educated. Therefore, responsibilities for creating possibilities for learning have to be shared by educational institutions of all types (schools, colleges, universities, adult education institutions, different institutes, etc.) as well as by many non-educational institutions and bodies. This implies nothing less than the development of a total learning environment, and of a learning society. Admittedly it is a distant goal, but one towards which the initial steps should be taken even now. Having this wide and far-reaching perspective in view, every country may select some priority areas and priority groups of learners for programmes of immediate action and concern.

The Seminar discussed the term "basic cycle of education" mentioned in the Seminar papers. In the view that the Seminar has taken of the concept of lifelong education, "basic education" should cover all learners including those who have had limited or no opportunities to acquire those basic skills, attitudes and values without which subsequent learning is not feasible. It was recognized that some population groups, for example, children in school, may have achieved these basic skills and knowledge, while others not in school may achieve them through non-formal and informal ways and in varying periods of time. The term "basic cycle" however is so closely associated with the notion of time-bound

and age-specific stages or levels of education in the formal system that its use with a different connotation may be confusing or even misleading. The Seminar decided not to use this term and preferred "basic learning needs".

"Basic learning needs" refer to two sets of needs. On the one hand, there are the needs (in the sense of requirements) of the society for its members to have skills, attitudes and knowledge for further societal development. On the other hand, there are the individual's needs (or wants) for realizing his or her potential. These two aspects however converge on the individual as a member of society.

While basic learning needs pertain to all sections and age groups in a population, their application in terms of programmes of action has necessarily to be directed first to priority areas. The Seminar was of the opinion that in the circumstances of many countries in Asia, priority emphasis should be on meeting the basic learning needs of the deprived and the disadvantaged sections of the society (children who have had no opportunities for education, illiterate and unskilled populations, rural backward areas, etc.).

The Seminar interpreted basic learning needs as referring to a basic set of knowledge, skills and attitudes which different categories of learners may achieve in varying periods of time in a variety of ways. The characteristics of lifelong education referred to in section 2 of the Report, and the varying characteristics of different categories of learners, imply that a definite time duration cannot be specified for acquiring the basic learning needs. The durations would vary in its totality, as well as within its individual components.

The point repeatedly emphasized by the Seminar (and mentioned earlier in section 2 is that lifelong education should not be equated with schooling nor the development of lifelong education as an unending series of educational institutions of one kind or another.

Principles for curriculum development for lifelong education

The Seminar was of the view that curriculum development for lifelong education would call for a fundamental reconsideration

of principles currently used for curriculum development work in all parts of the formal education system. For example, a curriculum worker committed to the concept of lifelong education, may need to consider groups of learners having a far greater range in chronological age or experiential background than a group of learners in a conventional classroom. Chronological age may not be the most useful way of classifying people. He may need to consider the stock of human knowledge from other angles besides the conventional divisions. It would therefore be necessary to identify certain organizing principles for curriculum development in the perspectives of lifelong learning and education.

The principles stated below are no more than illustrative and intended only to emphasize the need for deeper study of and search for organizing principles which flow essentially from a humanistic approach to human development.

i) First is the principle that learning and action should not be separated. Learning in the abstract, which is so often present in the school system, may remain inert for many learners unless it is manifested in application. Theory and practice are dialectically related. From this principle would follow that education which links learning to productive application, such as to work, is more likely to create impulses for lifelong learning than a purely cognitive style in curriculum development.

ii) The second organizing principle would seem to follow from the first one: that in meeting the basic learning needs, the structure of learning experiences is not differentiated by different disciplines: it calls for an integrated approach to developing competencies in the understanding and management of phenomena. Thus, for example, learning communication skills and civic participation are to be viewed as an integrated learning experience.

iii) The third principle is that every act of learning should result in an increased capacity for self-learning. Learning to become lifelong, should also become progressively autonomous. This would call for selecting those

learning experiences and teaching strategies which empower the self-learning capacities of the learner.

The processes of curriculum development

There are several important implications of lifelong education for curriculum development, including the development of curricula for basic learning needs. These affect such aspects of curriculum development as techniques, strategies, organization, and tactics, among others. For example different components of basic learning needs may require varying time intervals. Different learners may require different time intervals for acquiring the basic learning needs as a whole. The varying attributes of the learner population in such characteristics as entry behaviour and learning styles, call for different techniques other than those commonly adopted for more homogeneous learner populations. In this approach, curriculum development would demand the analysis of real-life problem situations which are complex, integrated, multi-disciplinary and a product of simultaneous interactions. Such analyses would be a pre-requisite to the selection, structuring and sequencing of content. Essential activities like these may not be possible without the involvement of other multi-disciplinary personnel not normally considered to be working in the education field.

The organization of curriculum development would need to be decentralized in order to meet specific learning needs of specific learning needs of specific populations, and to provide for learner participation in the development of curricula. The tactic of involving learner populations in generating their learning content often requires significant pre-learning for the learner populations to participate in the exercise.

In order to meet the requirements of lifelong education conceived in terms of basic learning needs, countries would need to explore these implications for techniques, strategies, organization and tactics and may have to modify or even reject currently used operational principles of curriculum development.

Objectives and content: The Seminar considered the objectives and content of basic learning needs as an illustrative exercise rather than as an attempt to prepare a comprehensive

or prescriptive statement. The awareness that education should be lifelong, the development of essential skills without which the expected learning may not occur, the acquisition of positive attitudes without which the learner may not make the effort, were regarded as possible elements in such a basic set of objectives.

The Seminar was strongly of the opinion that the fulfilment of basic learning needs must be the foundation of any system of lifelong education. Hence countries may need to consider the resources at their disposal (which may be far more than is generally thought to be available) and select some priority areas and priority groups of learners for programmes of action. The Seminar was of the opinion that in many countries of Asia emphasis should be on satisfying the needs of such sections of the population as the illiterates and semi-literates both young and old, the unskilled in rural backward areas, etc. Considerations such as these have significant implications for the objectives and content of a programme geared to meeting basic learning needs.

The Seminar recognized the dangers inherent in selecting a subset of the objectives of the elementary school as the basic set. Such a selection may perpetuate existing deficiencies and disparities in the education system. For example, such a set of objectives may emphasize academic learning not very closely related to life, and hence lead people away from national developmental tasks and create counter-productive attitudes. Therefore the objectives and content of the elementary school should themselves be reconsidered in the light of the basic learning needs.

Different ways of organizing this set of objectives were considered. A classification into "social" and "individual" objectives was discussed. The "social" objectives relate to the individual's role as a member of various groups, such as the family group, the peer group, the working group etc. The "individual" objectives have two dimensions, one referring to the specific situations in which individuals are placed (e.g. carpenter, farmer, etc.), the other referring to individual characteristics such as entry behaviours and specific learning styles.

The Seminar was of the view that a comprehensive statement of objectives and content would need to be developed by each

country for itself. A real-life, problem-solving methodology may be utilized for identifying the competencies, such as:

Competencies for:

- critical thinking and analysis
- communication
- numeration
- ethical, and aesthetic appreciation
- healthful living
- family and household management
- earning a living and work habits
- civic participation
- continuing learning

The acquisition of the above competencies would involve relevant knowledge, skills, and attitudes, and lead to new behaviours and actions.

It was recognized that there was considerable overlap among the competencies, and some of the competencies pervasively permeated all others. Competencies for critical thinking and analysis, communication and continuing learning are examples.

Methods of learning: In terms of lifelong education "learning" becomes much more important than "teaching". This implies changes in the role of the "teacher" from merely teaching, to being a facilitator of learning.

This calls for a systematic approach which will include need analyses of the learner population under consideration; task analyses; examination of entry behaviours; consideration of enabling and terminal objectives, programme planning, programme implementation and evaluation. The learners, occupied in the task of learning, rather than being taught, would utilize a variety of learning methods, such as:

- learner's participation in the learning process
- learning from peers

- inter-learning
- dialogues
- self-learning

In support of these efforts, relevant learning materials, consistent with these methodologies, would need to be produced. A defect of the formal education system is the failure to use many of these methodologies effectively, if they are used at all. The increasing use of them in the formal system also will contribute to the development of a system of lifelong education.

Evaluation: Evaluation is a necessary component of any programme of lifelong education. But current evaluation and assessment practices prevalent in the formal education system are clearly not applicable in their entirety to any programme of lifelong education. For example, terminal norms on which reward systems are based or admission requirements based on norm-referenced[1] criteria need to be reconsidered in a system of lifelong education. Evaluation should be continuous, objective-oriented, with provision for self-correction. As far as the learners are concerned the direction of evaluation would need to move towards self-evaluation, group and mutual evaluation.

An adequate evaluation programme must take note of the total situation in which the learner exists. The learner exists in a certain context. In general this would differ from learner to learner. Some learners may have all the resources and facilities which are required. Some learners may have but the barest minimum which the curriculum design group assumed. Or it may be

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1. In *norm-referenced* measures scores are assessed by relating them to the test results achieved by some *external reference group*. In *criterion-referenced* measures, information about *specific* knowledge or skills or attitudes of those being assessed are provided. The scores are interpretable in terms of tasks or performances. The term "criterion" does not refer to a normative standard, but to specific tasks the learner must be capable of performing before the learner achieves one of the established knowledge or skill or attitude levels. Performance on tasks can be interpreted for the individual *without* reference to the performance of others.

that some resource is required which the design group never thought of in the first place. (This of course is a defect of the design.) In any assessment of the learners' final performance, due consideration must be given to the context in which the learning took place. Thus an evaluation programme for lifelong learning must include an evaluation of the context. This may imply a radical departure from current practices. For example, norm-referenced evaluation may not be very useful in a lifelong education programme. It needs to be replaced by criterion-referenced evaluation practices.

The terminal behaviour that learners are expected to achieve is always in terms of a body of content (knowledge, skills, attitudes) they are expected to master. The content may be communicated in a variety of ways such as texts, leaflets, posters, pictures, spoken word etc. The suitability of these for each learner should be considered in an evaluation programme. The means of conveying a message designed for one set of learners may be completely inappropriate for another. An assessment of the individual must take due note of this aspect also. Hence an evaluation programme needs to be concerned with evaluation of the content in this sense.

The achievement of objectives takes place over a period of time as a result of a series of efforts made by the learner. There are various methodologies the learner is expected to use. It is possible that a learner may have made an effort to use the suggested methodologies but without achieving the objectives. (This indicates a weakness of the design and not of the normal learner.) The fact that the learner has attempted to learn, that he has in fact participated in the learning processes suggested, is something for which credit should be given in any programme of asessment of his final performance. In other words an evaluation of the learning processes in which the learner has participated should form a component of the evaluation programme. This evaluation must of necessity be continuous.

The evaluation of the context, content and process leaves one more aspect, namely the evaluation of the product. This is synonymous with "terminal behaviour". What is essential is the recognition of what constitutes a worthwhile terminal achievement.

For example, the acquisition of language skills per se has little meaning unless the language skills are actually used in real-life situations, and serve to enhance the learner's capacities. This follows from the principle stated earlier in this Report that "learning and action should not be separated".

The scheme of evaluation of the individual on the lines briefly described above does include what is conventionally called an evaluation of the programme itself. But there are other aspects of the latter which need to be considered. Internal criteria need to be evolved to accomplish this. The concepts of lifelong education, basic learning needs, the suggested principles for curriculum development, the comments on the implications for curriculum development, provide the basis for evolving such criteria. For example, the use of a problem-solving methodology in a real-life problem situation to identify desirable competencies indicates the criterion that the learning material should be based on real-life problem situations.

Organization and management

That the formal education system is inadequate to meet the requirements of lifelong education, or even of basic learning needs, should sensitize Governments to reconsider the organization and management of their education systems. Government policies in education need to consider integration of formal, non-formal and informal education as a system for all learners.

The urgency of providing educational opportunities to disadvantaged populations may require immediate action outside the formal system, so that these populations are not totally deprived of educational facilities. However, policy making should bear in mind the dangers of retention of a dual system of education - one for the advantaged, and one for the disadvantaged - and should work consciously towards integrating formal, non-formal and informal education for all learners.

The availability of such lifelong education would imply the use of a variety of institutional and non-institutional resources. This in turn would involve changes in the roles, profiles, images, and activities of current institutions. For example, the school

could gradually change its role to be a learning and resource centre for all learners in the community. Another example would be religious centres such as temples, mosques, and churches, which could be used as centres for functional education. Libraries could diversify their services to attract and provide for a much wider user population than at present. Places where people gather (coffee shops, market places, water wells) may be used as learning centres too. Mass media may need to be used more widely and more educationally than they are now. The need to be creative and evolve novel ways of providing such facilities becomes a critical task.[2]

It may not be possible for a Ministry of Education to meet all the requirements of lifelong education as implied in its characteristics. Various agencies, both Government and non-Government, should be associated in this task. The association of other agencies should in no way free the Ministry of Education of the responsibility of advocating, promoting and co-ordinating lifelong education.

There are opportunities for rational utilization and reallocation of resources of the country in providing lifelong education. Financial aspects would cover utilization, mobilization and coordination of financial resources coming from a variety of sources: public and voluntary, educational and non-educational, community and individuals. When consideration is being given to cost reductions, the following devices, among others, may be investigated: (i) time reduction, through condensing educational process, (ii) use of traditional and non-traditional teaching personnel and resources, (iii) involvement of the community in providing the physical set-ups, (iv) expansion of part-time learning.

Rational utilization of non-financial resources (such as human, material, space and time resources) should also be extensively investigated. In particular, the possibilities of replacement of financial rewards and incentives by those that are non-financial, should be taken into account.

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2. The use of traditional learning modes for new learning purposes is indeed a significant trend in Asia. For examples vide *Inventory of Innovations*, ACEID, Unesco Regional Office, Bangkok (1975, 1976).

Such diversified and increased resources should be reallocated and utilized in such a way as to: (i) correct the existing imbalances between provisions to formal schooling, and non-conventional modalities of education and learning; and (ii) support and encourage various non-formal community-based programmes and educational activities in ways which will not limit their spontaneity.

4. CONCLUSIONS AND RECOMMENDATIONS

1. Lifelong education is viewed as a strategy for educational action directed to the development of societies and of individuals The concept of lifelong education should therefore act as an energizing force for the reform of education systems, and as an organizing principle by which the various components and types of education are brought together in a coherent strategy for educational action.

2. Meeting the basic learning needs of various categories of learners is fundamental to lifelong education as a strategy of educational action.

3. While basic learning needs pertain to all sections and age groups of population, their application in terms of programmes of action has necessarily to be directed first to priority areas. In the circumstances of many countries in Asia, priority emphasis should be on meeting the basic learning needs of the deprived and the disadvantaged sections of the society.

4. Curriculum development for lifelong education would call for a fundamental reconsideration of principles currently used in curriculum construction. To this end, it is necessary to identify the organizing principles for curriculum development in the perspectives of lifelong learning and education.

5. In order to meet the requirements of lifelong education conceived in terms of basic learning needs of the deprived and the disadvantaged groups of population, each country would need to develop a comprehensive statement of objectives and content of the curriculum, using real-life and problem-solving methodologies.

6. Curriculum development centred round basic learning needs would call for new methods for preparing relevant learning materials and of evaluation.

7. For implementing an integrating strategy of educational action based on lifelong education, it is necessary that various agencies, both government and non-government, should be associated in this task. Furthermore, optimum use of resources should be made by rational utilization and reallocation.

8. It was agreed that the present Regional Seminar on Lifelong Education and the Curriculum should be followed by seminars at the national level. It was further suggested that Unesco and other international agencies be asked to assist in conducting these national seminars. The report of the present Seminar would provide one starting point. A clear and practical framework for discussion would be useful. Participants should be drawn from various government ministries, appropriate non-governmental agencies and local communities.

9. An exchange of information and materials should be actively promoted through in-country workshops and a forum for a continuous regional sharing of experiences. Possibly APEID might collaborate in this by providing a channel for regional dialogue and by monitoring initiatives taken by Asian countries in the field of lifelong education. More specifically, APEID might offer resource assistance to experimental projects. Among the projects proposed to follow up the seminar are the following:

i) Inventories and case studies should be prepared of programmes and projects of lifelong education initiated in the Member States ;

ii) Collaboration of a curriculum development centre and the people of a given community in the design and pretesting of a curriculum for a particular public ;

iii) Preparation of comprehensive planning exercises (preferably at district or provincial level) for integrated development of educational opportunities and facilities (for formal, non-formal and informal learning), taking into account national educational requirements and the totality of learners' needs ;

iv) Experiments in compressing the duration of existing school curricula in order to gain greater flexibility and also wider spread of benefits ;

v) Experiments with new non-formal programmes ;

vi) A public awareness programme using all available media to familiarize people with the concept of and opportunities for lifelong education ;

vii) Inventories of existing underutilized resources for lifelong education e.g. schools, hospitals, museums, etc., and available personnel e.g. government employees, village leaders etc.;

viii) The establishment of resource centres at different levels (district/provincial/national) to rationalize and co-ordinate resources and services;

ix) Teacher re-education and re-orientation to play an appropriate role in the lifelong education system;

x) The development of low-cost self-learning materials.

The representative of ILO brought to the attention of the Seminar for commendation to the Member States, the convention and recommendation adopted by the International Labour Organization in 1974 with respect to "paid educational leave" for education and training at any time, in order to realize the idea of lifelong education.

ANNEXES AND APPENDIX

ANNEX I

LIST OF PARTICIPANTS

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ANNEX II

AGENDA

1. Election of Officers (Chairman, Vice-Chairmen, Rapporteurs)

2. Consideration of the Provisional Schedule of Work

3. Consideration of the Concept of Lifelong Education

4. Implications of Lifelong Education for Curriculum Development with particular reference to the Basic Cycle of Education

5. Consideration of Draft Report and Adoption

6. Closing of the Seminar

ANNEX III

LIST OF SEMINAR DOCUMENTS

Information documents	
General Information	ROEA-76/LEC/INF. 1
List of Documents	ROEA-76/LEC/INF. 2
List of Participants	ROEA-76/LEC/INF. 3
Working documents	
Agenda	ROEA-76/LEC/1
Schedule of Work	ROEA-76/LEC/2
Discussion paper by Unesco Institute for Education, Hamburg	ROEA-76/LEC/3
Discussion Paper Responses	ROEA-76/LEC/4/Country

- Afghanistan
- Australia
- Bangladesh
- India
- Indonesia
- Iran
- Japan
- Republic of Korea
- Malaysia
- Nepal
- Pakistan
- Philippines
- Singapore
- Sri Lanka
- Thailand
- U. S. S. R.

Working documents (cont'd)

ILO Paper: Lifelong Training and Education	ROEA-76/LEC/5
Draft Report	ROEA-76/LEC/6

Reference documents

1. Lifelong Learning: A Philosophy or a Strategy by Asher Deléon (ROEA-76/LEC/REF. 1)
2. South-East Asian and Oceanic Regional Seminar on "Learning to Be" - Report
3. Meeting of Experts on the Content of Education in the Context of Lifelong Education (Paris, Unesco House, 20-25 October 1975) - Final Report
4. Education on the Move
5. Lifelong Education and the School by R.H. Dave and N. Stiemerling (Unesco Institute for Education, Hamburg)
6. Lifelong Education and School Curriculum by R.H. Dave (Unesco Institute for Education, Hamburg)
7. Lifelong Education, Schools and Curricula in Developing Countries by H.W.R. Hawes (Unesco Institute for Education, Hamburg)
8. An Introduction to Lifelong Education by Paul Lengrand

APPENDIX

Inaugural Address by Mr. Charoon Vongsayanha
Under Secretary of State for Education
The Government of Thailand

Mr. Director, Distinguished Participants, Ladies and Gentlemen:

It is my real pleasure and indeed a very high honour for me to be invited to inaugurate this Regional Seminar on Lifelong Education and the Curriculum. I accepted the invitation not as a matter of protocol, but because of my real interest and enthusiasm in the deliberations that will be undertaken by all of you. Let me take this opportunity to express my views on the subject and my faith in it.

Following the Karachi Plan, we, at least in this country, lengthened our elementary education and widened educational opportunity for all children of this school age. To our surprise, elementary education cannot and is not an end in itself; it becomes a means to an end, and that end is secondary education. More and more secondary schools are, therefore, provided. Again, secondary education cannot be terminal in itself, colleges and universities to absorb the increasing number of high school graduates are opened. We come to a point where we have to ask ourselves, what are we actually doing now? Are we going to continue to produce more and more of the unemployed educated class? Is this the right kind of education our society needs?

Personally, I came to the conclusion that within the traditional system of education for a certain type of society at a particular stage of development, there should be a limit to educational expansion at some level or the other. The surplus of graduates will create an adverse effect on the society. My conclusion does not solve the problem; on the contrary, it raises another question: with the explosion of population and the rising expectations, what will be the alternatives for the growing number of students from formal schooling. Here I find the answer to my question in Lifelong Education.

Lifelong education

Surprisingly enough, when the idea of Lifelong Education was first introduced to the Unesco General Conference back in 1968, not many delegations understood clearly what the idea really meant. The Resolution in that General Conference, therefore, was to ask the Secretariat to make further study and elaborate in more detail for a later session. The advent of the famous report "Learning to Be" illuminated not only the concepts and strategies but also the necessity of Lifelong Education in modern times.

If the philosophy of Lifelong Education is accepted, the whole traditional system of education has to be restructured. The line of demarcation between formal and non-formal education should be abolished; mobility among formal and non-formal institutions in the system should be allowed; many more types of out-of-school education utilizing available resources and technology should be encouraged. Consequently, the traditional school curriculum has to be reviewed and also restructured. Education at any level should be meaningful as an end in itself.

The problem confronting us now is how the curriculum should be restructured so that it will be meaningful to the real life situation in itself, while at the same time ready to be supplemented by continuing education. It is my understanding that the basic cycle of education is the target to which you will address yourselves. I believe in your wisdom because what you will achieve in this Seminar will certainly be the infrastructure upon which other super-structure along the concept of Lifelong Education can be built. I personally will look forward eagerly to your recommendations.

Looking through the list of participants and their experience and qualifications, I have firm confidence in the success of this Seminar.

Mr. Director, Distinguished Participants, Ladies and Gentlemen, I am very much honoured to inaugurate this promising intellectual pursuit. Once again may I thank all of you and hope for every success.

I thank you.

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